



# Hazlehurst Community Primary School

## Inspection Report

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**Unique Reference Number** 105296  
**Local Authority** Bury  
**Inspection number** 287186  
**Inspection dates** 7–8 February 2007  
**Reporting inspector** Derek Aitken

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary	<b>School address</b>	Geoffrey Street
<b>School category</b>	Community		Ramsbottom, Bury
<b>Age range of pupils</b>	5–11		Lancashire BL0 9PQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01706 822002
<b>Number on roll (school)</b>	187	<b>Fax number</b>	01706 823273
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr P Bracewell
		<b>Headteacher</b>	Mr J Birtwell
<b>Date of previous school inspection</b>	3 December 2001		

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<b>Age group</b> 5–11	<b>Inspection dates</b> 7–8 February 2007	<b>Inspection number</b> 287186
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This school is of average size. More pupils than is usual join or leave during the course of the school year. Pupils come from a variety of social backgrounds but the proportion eligible for free school meals is below average. The vast majority of pupils are White British. A very small number is at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is average. School leadership is in transition due to very recent retirements and the imminent retirement of the headteacher.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school. It provides good value for money and serves its pupils and the local community well. Pupils achieve well. Most children enter school with average levels of knowledge and skills for their age. They get off to a successful start in Reception through carefully planned learning that prepares them well for life in school. This is supported by effective assessment procedures that ensure new steps in their learning are securely based on what they already know. Pupils continue to make good progress, especially in Key Stage 2, to reach above average standards by the end of Year 6. Comprehensive tracking of pupils' progress and well-targeted intervention programmes have an increasingly beneficial effect on raising standards, especially in Years 5 and 6.

Pupils enjoy school and get on well with each other and their teachers. They are keen to learn because of the interesting tasks and activities they are given. They make good progress in their learning because teaching is good. Pupils have the confidence to ask and answer questions because teachers are skilled both in managing pupils' behaviour and in encouraging them to participate fully in lessons. As a result, pupils want to do well for their teachers and persevere with tasks. They have good opportunities to find out things for themselves and work in groups to develop independent learning skills. Work in lessons is not, however, consistently adapted to the full range of pupils' learning needs and individual day-to-day target-setting is not used consistently to ensure all pupils are involved in assessing their work. In addition, the quality of teachers' marking is inconsistent and does not regularly provide pupils with indications on how they can improve their work.

The curriculum supports pupils' learning well. They understand how to live healthy lives and know how to stay safe. They are well prepared for the next stage of their education because of the school's successful concentration on developing their basic skills, for example, through 'booster classes'. Pupils' learning experiences are enriched by a good range of visitors and visits. The school provides good pastoral care for its pupils. The increasing number of new arrivals, including pupils at an early stage of learning English, settle in quickly because of the school's welcoming atmosphere. Parents and carers are very happy with the standard of education their children receive and financial support from the Friends of Hazlehurst Parents' Association has enhanced the facilities and opportunities on offer for the children.

The school has improved well since its last inspection in 2001. Partnerships with community organisations and with other schools are increasingly effective, for example, in enhancing the curriculum through specialist sports coaching and French lessons. School leaders know the strengths and areas for improvement well. The school's evaluation of its work is largely accurate. However, inspectors judge leadership and management as good rather than outstanding because, in spite of other strengths in this aspect, the leadership role of subject coordinators is not yet sufficiently focussed on raising standards. The school has a good capacity to improve further.

## What the school should do to improve further

- Ensure work is consistently planned to meet the needs of all pupils.
- Share good practice in marking and the setting of personal targets to ensure all pupils know how they can improve their work.
- Develop the leadership role of subject coordinators with a focus on raising standards further.

## Achievement and standards

### Grade: 2

On entry to Reception, children's skills and knowledge are mostly at, or just above, the average level nationally for four-year-olds. They make good progress in this class, especially in personal and social education, because their learning is thoughtfully organised and carefully tailored to develop their basic skills. By the time pupils join Year 1, standards are above average in most areas of learning. In Key Stage 1, pupils build satisfactorily on their earlier attainment. Standards are broadly average in reading, writing and mathematics but few pupils reach the higher Level 3. For a number of years, progress during Key Stage 2 has been good, resulting in consistently above average Year 6 test results in English and science, and well above average in mathematics. These results were maintained in 2006 when nearly two-thirds of pupils gained the higher level in their mathematics test. Boys and girls achieve equally well. Comprehensive tracking of pupils' progress enables strengths and weaknesses in their achievement to be identified early. Appropriate intervention strategies, especially in literacy, and 'booster classes', for example, in mathematics, are effective in raising achievement. Pupils with learning difficulties and/or disabilities also make good progress, due to effective support from staff.

## Personal development and well-being

### Grade: 2

Personal development and well-being are good. Pupils are keen to learn and participate fully and confidently in lessons. Their enjoyment of school is reflected not only in their good attendance but also in their behaviour, which is good, both in lessons and at break-time. Pupils relate well to each other and very well to staff. This is because there is a strong bond of mutual respect that is reflected in pupils' courteous and cooperative attitudes. Pupils' spiritual, moral, social and cultural development is good. They feel secure in school, are well aware of how to stay safe and know how to seek help if needed. The developing school council and visitors, for example, 'Magistrates in the Community', help them to gain a clear understanding of what it means to be a good citizen. Pupils are knowledgeable about healthy lifestyles and participate enthusiastically in sporting activities. The good opportunities they have to work independently and collaboratively in lessons and in projects such as charity fund-raising cement relationships and prepare them well for transition to secondary school.

## Quality of provision

### Teaching and learning

#### Grade: 2

Good quality teaching enables pupils to make good progress. Teachers' strong subject knowledge, conscientious planning, and sensitive questioning help pupils to achieve well. Teachers vary activities successfully, ensure that lessons move at a good pace and encourage pupils to think for themselves. Good management of behaviour, effective use of resources including interactive whiteboards and interesting lessons ensure that all pupils are willing and enthusiastic participants in their learning. Teachers and support assistants work well together to support pupils in their learning. In the best lessons, work is well matched to the needs of all pupils, but this good practice is not embedded across the school. For example, targets in individual education plans are not specific enough. Teachers assess pupils' progress regularly and accurately and generally use the information well to plan suitable work. However, the usefulness of individual target-setting and written comments in marking vary, and, consequently, pupils do not get enough guidance on how to improve their work.

### Curriculum and other activities

#### Grade: 2

The school provides a good curriculum in the Reception class which is securely based on national recommendations, although children's outdoor experience is limited by the layout of the play areas. The curriculum for older pupils promotes their academic and personal development well. Overall, the curriculum is well matched to pupils' abilities. The needs of pupils who have difficulties with English are met effectively through a well planned programme of interventions. Able, older pupils have good opportunities to extend their mathematical skills through 'booster' sessions and split classes. The curriculum is well designed to ensure that pupils learn how to stay safe and lead healthy lifestyles. A good range of visitors to school and visits to places of interest help to make the curriculum interesting and enjoyable. The curriculum is enhanced by the inclusion of French for pupils in Years 3 and 4. The range of activities outside normal school hours for pupils in Key Stage 2 is satisfactory overall. It includes a good range of physical and sporting activities, including specialist coaching, that promote fitness and health.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good overall. The school takes good care of its pupils. Pupils are confident that any issues or concerns they have will be dealt with fairly and promptly. They trust staff and know who to turn to if they are troubled. They say, for example, 'there is always someone to help if I feel sad'. Arrangements to prepare pupils for transfer to secondary school are effective. Parents and carers feel welcome in the school and are well involved through the active Parents' Association in their children's

education. They report, for example, that they are 'extremely happy with the support and commitment of the staff'. Child protection and health and safety procedures are well established and there are good links with outside agencies, which give a range of appropriate help to the pupils. Thorough tracking systems are in place for the early identification of pupils who may be in need of additional support. However, the quality of day-to-day individual target-setting and marking is too inconsistent to involve pupils fully in assessing, and so, improving their learning.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. Good leadership from the headteacher has been instrumental in securing above average standards for pupils in their learning and personal development. Regular monitoring of teaching and learning has enabled the headteacher to form a clear view of the quality of education provided and to identify where future improvements are needed. He has succeeded in building an enthusiastic team, in which the new deputy headteacher is playing an increasingly influential role. The staff demonstrate a clear sense of purpose and high expectations, both of themselves and the pupils. Annual reports from subject coordinators are used to help form the school development plan. However, the leadership roles of coordinators are not yet sufficiently focused on raising standards. The school evaluates its work effectively and has set satisfactory targets for improvement. School leaders are managing a period of change at senior level well to ensure minimum disruption to pupils' education. Resources are used well to enhance standards in teaching, learning and the curriculum. The school works successfully to maintain close links with parents and the local community. Governors carry out their responsibilities well and offer a satisfactory level of challenge as 'critical friends'.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

My colleague and I visited your school this week to find out how well you were learning. Please thank all the pupils for making us welcome and being helpful when we asked you questions. I enjoyed meeting the school council and was particularly struck by how well even its youngest members could put across their views about life in school.

We judge that you are receiving a good education. We agree with you that your teachers work hard to make your learning fun. They manage you really well and give you lots of praise which encourages you to take a full part in your lessons. You have a high regard for the teachers and you follow their lead in being polite and considerate to others. You listen well and this helps you learn not only from the teachers but from each other. All of these things help you make good progress in your learning. You take part well in sporting activities which help you keep fit and you appreciate the specialist coaching you get. You are well cared for in school and you know how to stay safe and live healthily. Finally the headteacher ensures that all the staff work well as a team to ensure the school continues to develop well.

There are a few things which we have asked the headteacher and the staff to do to make your learning even better. Firstly, we want them to ensure that all of you get work in lessons matched exactly to what you need to learn. Secondly, we have asked them to ensure marking is consistently good and that you all get individual targets to help you assess your work and learn faster. Finally, we have asked teachers who look after particular subjects to find new ways of raising standards even higher.

Thank you for helping us with the inspection of your school. We hope you will carry on enjoying school and helping your teachers make Hazlehurst an even better place to learn.